

***U.S. Department of Education***  
***2012 National Blue Ribbon Schools Program***  
***A Public School - 12IA1***

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice  
(Check all that apply, if any)

Name of Principal: Mr. Steve Haluska

Official School Name: Carroll High School

School Mailing Address: 2809 N. Grant Road  
Carroll, IA 51401-3441

County: Carroll State School Code Number\*: 09990109

Telephone: (712) 792-8010 E-mail: shaluska@carroll.k12.ia.us

Fax: (712) 792-8118 Web site/URL: www.carroll.k12.ia.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Mr. Rob Cordes Superintendent e-mail: rcordes@carroll.k12.ia.us

District Name: Carroll Community School District District Phone: (712) 792-8001

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Mr. Kim Tiefenthaler

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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12IA1

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

12IA1

All data are the most recent year available.

### DISTRICT

1. Number of schools in the district \_\_\_\_\_ 2 Elementary schools (includes K-8)  
(per district designation): \_\_\_\_\_ 1 Middle/Junior high schools  
\_\_\_\_\_ 1 High schools  
\_\_\_\_\_ 0 K-12 schools  
\_\_\_\_\_ 4 Total schools in district
2. District per-pupil expenditure: \_\_\_\_\_ 5883

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 14
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	0	0	0		7	0	0	0
1	0	0	0		8	0	0	0
2	0	0	0		9	55	61	116
3	0	0	0		10	60	63	123
4	0	0	0		11	72	81	153
5	0	0	0		12	64	83	147
Total in Applying School:								539

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
1 % Asian  
1 % Black or African American  
1 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
97 % White  
0 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 7%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1, 2010 until the end of the school year.	22
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	21
(3)	Total of all transferred students [sum of rows (1) and (2)].	43
(4)	Total number of students in the school as of October 1, 2010	601
(5)	Total transferred students in row (3) divided by total students in row (4).	0.07
(6)	Amount in row (5) multiplied by 100.	7

8. Percent of English Language Learners in the school: 1%

Total number of ELL students in the school: 3

Number of non-English languages represented: 1

Specify non-English languages:

Spanish.

9. Percent of students eligible for free/reduced-priced meals: 25%

Total number of students who qualify: 138

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 12%

Total number of students served: 66

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>55</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>1</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>40</u>	<u>5</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>7</u>	<u>0</u>
Paraprofessionals	<u>6</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>13</u>	<u>3</u>
Total number	<u>68</u>	<u>8</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 15:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	93%	94%	92%	95%	95%
High school graduation rate	91%	92%	91%	90%	90%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	<u>135</u>
Enrolled in a 4-year college or university	<u>45%</u>
Enrolled in a community college	<u>45%</u>
Enrolled in vocational training	<u>3%</u>
Found employment	<u>5%</u>
Military service	<u>2%</u>
Other	<u>0%</u>
<b>Total</b>	<b><u>100%</u></b>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

Carroll High School, part of the Carroll Community School District, is located in the community of Carroll, Iowa with a population of just over 10,000. Carroll has a reputation as a progressive community. The industrial base and employment are diversified - no one industry dominates. The excellence that a quality workforce provides means that employers in Carroll fare a little better than other places. Industries choose Carroll to expand or re-locate because it is profitable to do business and the right community for employees to live and raise a family.

Nowhere is Iowa's status as a leader in education more apparent than in Carroll. A choice of public and private K-12 education and a growing community college campus with direct access to four-year degrees provide unparalleled opportunity for life-long learning.

The Vision of Carroll Community School District, which was developed by students, is *Improving Student Achievement Step by Step*. In support of this vision statement, the following nine student achievement goals have been established that state

### ALL STUDENTS WILL

- become lifelong learners showing skills in setting and accomplishing goals.
- demonstrate reading skills - understand, locate, interpret, and apply written information.
- demonstrate effective communication skills through listening, speaking and writing.
- demonstrate proficiency in the use of technology.
- demonstrate the necessary skills to work cooperatively.
- demonstrate problem solving and decision making skills.
- display citizenship skills by respecting themselves and others and by being responsible for their own actions.
- be able to acquire, evaluate, interpret, and utilize information from a variety of resources.
- demonstrate knowledge and appreciation of the arts and sciences.

Carroll High School, home of the Carroll Tigers, has an enrollment of 539 students and 42 teachers and staff members. Working together, the parochial and public schools in the Carroll area provide choices and access to educational programs very few other schools in the country can match. This unique situation fosters successful shared academic programs in the area schools that include

- Agriculture Education with a strong FFA component
- Multiple Occupations
- School-to-Work
- Driver Education
- A variety of DMACC (Des Moines Area Community College) dual credit course offerings

A tradition of excellence in academics and co-curricular activities is also a strong part of our culture. In the area of co-curricular activities, students can participate in 22 different sports, speech, drama, mock-trial, band, and choir, Future Problem Solving, Kids Into Not Smoking, Big Brothers-Big Sisters and

mentoring which are options for all students. Our Student Council members sponsor a bi-annual blood drive, which has achieved state recognition. In our co-curricular activities, we routinely have conference championships and students earn the distinction of competing at the state level in all facets of co-curricular areas.

We are proud of our tradition of success at Carroll High School. According to data from the 2010-11 school year:

- 93% of our students attend class daily
- 80% of our students are involved in school activities
- 60% of our students are on the honor roll
- 94% of our senior class graduated last year
- 80% of the 2011 graduates went on to some form of post-secondary education
- 91 students took the ACT test with a composite average of 22.4 and 71.2% achieved 20 or higher
- 15% of our upperclassmen are National Honor Society Members

Over \$300,000 was awarded in scholarships for the 2011 graduates. There were three valedictorians at CHS in 2011 with 4.00 GPA and with the average ACT score of 29.3. The average ACT score of the top 10 seniors was 28. Four seniors entered our Academic Wall of Fame, which means they all had a cumulative GPA over 3.8 and an ACT score 28 or higher.

The quality staff at Carroll High School has a direct correlation with the success of our students. Our staff of 42 is in the fourth year of a focused initiative that has had a major impact on student achievement. Four years ago, our school was selected to be one of the first schools to acquire grant monies for the AIW (Authentic Intellectual Work) initiative. This focus has been sustained and is full faculty at the high school level. Since its inception AIW has grown downward to our middle school through the modeling of Carroll High School.

Another contributing factor to our success in the area of student achievement is the implementation of the I-Growth data analysis and goal setting process. CHS piloted this unique program that has since grown statewide and beyond. We have been recognized by the creator of this tool as a role model; therefore, due to our success, our school was represented at the 2011 IASB (Iowa Association of School Boards) Annual Conference.



### 1. Assessment Results:

A - Carroll High School is extremely proud of the high level of progress we are making in preparing our students for post-secondary success, regardless of what path they choose to take in life.

#### **ACT COLLEGE READINESS TESTING**

Over the past five years, our students have consistently scored well in all five areas of the ACT tests. In each area we are comparing Carroll High School's five year average to the State of Iowa's five year average.

#### ***English Mathematics Reading Science Composite***

<b>CHS</b>	21.8	<b>CHS</b>	22.3	<b>CHS</b>	23.1	<b>CHS</b>	22.3	<b>CHS</b>	22.5
<b>STATE</b>	21.8	<b>STATE</b>	21.9	<b>STATE</b>	22.7	<b>STATE</b>	22.3	<b>STATE</b>	22.3

#### **IOWA TESTS OF EDUCATIONAL DEVELOPMENT:**

All students in grades 9-11 take the Iowa Tests of Educational Development in the areas of Math, Reading, and Science. Sophomores also take the Social Studies test. The Iowa Department of Education defines proficiency levels at the 41st national percentile on the ITED's. The I-Growth data analysis goal setting process (described in Section 2 below) has proven to be an effective tool in regard to affecting student achievement. With the program now securely in place, we are truly seeing the impact of this process in student performance. In reviewing our proficiency levels for 11th graders over the past two years, an average of 86.4% of our juniors have scored in the proficient range in Reading, and 90.55 % of our juniors have scored in the proficient range in Math; while an impressive 94.95% of our juniors have scored above the 41st percentile in Science. Our test results for the last four years can be found at <http://www.iowaschoolprofiles.com/profileschart.asp?t=d&f1=1&f2=3&s0=09990000>.

#### **NWEA (Northwest Evaluation Assessment)**

This test is a state-aligned computer-based test, MAP, and is built on 30 years of research and refinement. The test adapts to the child in real time as the test progresses for a pinpoint picture of learning achievement and readiness. Carroll High School administers this test in the Fall and the Spring of each year. This test can be used as a data collection tool at other times during the year, and our district chooses to have a Winter testing window for progress monitoring or to make changes/modifications in individualized instruction, in particular in the area of Reading.

#### **B- PERFORMANCE TRENDS 5 YEARS**

##### **ITED: Reading**

In three of the past five years we have shown gains in ITED Reading Comprehension in all students (averaging 130 count) tested.

In the SES group (average of 22 students) although a 10 percent gap does not exist, performance has been inconsistent with slight drops/gains every other year.

In our IEP group (ranging from 4 to 12 students averaging 9 for the five years) we experienced losses from the 2006-07 year to 2009-10 year with a 45.5 percentile gain for the 2010-11 year.

In our non-IEP/SES students, (92 students) only in the year 2006-07 to 2007-08 did we experience a 5-percentile point drop. Since then we have seen an increase from 89.6 to 95.2 percent of students proficient.

#### ITED: Math

In four of the past five years, we have shown gains in the Math Total on the ITED tests in all students in this group (averaging 130 students).

In the SES group (average of 22 students) although a 10-point gap does not exist, performance has been inconsistent with slight drops and gains every other year.

In our group of IEP students (ranging in numbers from 4 to 12 students, averaging 9 for the five years) we experienced inconsistencies with growth shown in two of the five years.

In our non-IEP/SES students (92), each year performance has been in the advanced proficient range or above the 89th percentile. In the 2010-11 school year, 100% of these students attained proficiency. Our lowest performing year was in 2007-08 with 90.4 of the students proficient.

#### Gaps:

There have been inconsistencies in the Math and Reading scores of our IEP students over the past five years as indicated by our data. The following measures have been implemented with fidelity to address these gaps:

- All testing accommodations are followed according to the student's IEP and the test is administered by a staff member who teaches Reading or Math.
- All IEP probes for Reading and Math have been re-normed to all CHS students under the direction of our local AEA. All IEP students are tested with like assessments/probes to ensure validity of the data.
- A Reading class for our IEP students has been established.

#### Significant Gains:

Each year, all 9-11 grade students set individual goals with a CHS advisor for Math, Reading, and Science. These goals utilize a data analysis tool called I-Growth to establish each year's growth performance goals.

The I-Growth data analysis goal setting process has proven to be an effective tool affecting student achievement. With the program now securely in place, we are truly seeing the impact of this process in student performance.

#### 2010-11 Performance:

- On ITED Math, 80% of 9th graders grew at least one year.
- 58% made at least 200% of a year's growth and 39% at least 300%.
- 94% were proficient and 41% were advanced. (That's 41% in the top 10% of the nation.)
- The growth of the median in one year was 1.88.
- The growth in the lower quartile was 2.50 years and the upper/lower quartile gap was narrowed, as was the poverty gap
- Grades 10 and 11 were nearly as exceptional.

In reviewing our proficiency levels for 11th graders over the past two years, an average of 86.4% of our juniors have scored in the proficient range in Reading and 90.55 % of our juniors have scored in the proficient range in Math; while an 94.95% of our juniors scoring above the 41st percentile in Science.

## **2. Using Assessment Results:**

CHS staff and administration review and analyze ITED (Iowa Test of Educational Development) and NWEA (Northwest Evaluation Assessment) data on a regular basis as we strive to impact and improve student achievement. In the spring of each year, after attaining a full spectrum of data reports including item analysis for all students, binders are provided to each department for review and to develop department and building goals that will support our District Student Achievement Goals. Staff develop a Building Action Plan that is the guiding document for their Individual Career Development Plans and a focus for achievement throughout each year. Goals are developed in Math, Science, Reading and Social Studies for the building; and each department is responsible for developing its own goals to reach the Building goals. All instructors are responsible for Reading in their curricular area and thus are required to develop, specific to their discipline, Reading goals in support of the Building and District Reading goal.

The Carroll Community School District uses the I-Growth data analysis tool that was developed by a person who now serves as the data consultant for the Iowa School Board Association. This unique system provides students and staff with easier to understand data based on standard scores that demonstrate a clearer picture of growth/lack of growth to each student. Each student meets with his/her advisor to discuss the data results and set clear goals for at least one year's growth for the ITED tests for that school year. Since the inception of this process, Carroll High School has shown gains that have ranked in the top 10% of the nation in the area of Math. Scores in all of the other subject areas have also been impacted and there is a much clearer understanding of the test, intent of the test, and the interpretation of the results due to I-Growth.

Pre-test meetings are conducted by the CHS administration for each class to review the past 5-year class Reading and Math performance. Students then set individual year growth performance goals. After results are received, each student conferences one-on-one with his/her advisor and assesses his/her performance/results. Students in the low proficient to below (41st %ile) are scheduled into a remedial reading program. The Math department reviews data to ensure students are being challenged by placing them in level-appropriate Math classes.

Data analysis by the whole staff determines gaps and overlaps for each subject area. The gaps that have been identified provide areas of focus for each department and have gone as far as to develop new courses. For example, a freshman Geography class was added as assessment results consistently revealed a weakness in map/graph reading. An instructor was hired for a Freshmen and Individualized reading class due to poor performance on the Reading Comprehension test.

Parents annually receive a detailed analysis of their student's ITED results for all subject areas tested. A letter is included describing how to interpret the data, and parents are encouraged to direct any questions to the CHS administration.

The community is annually made aware of the District's performance at the Board level, through the local newspaper, and in the state annual progress report that is available through the Iowa State Department of Education.

### **3. Sharing Lessons Learned:**

For the past almost eight years, CHS staff and administration have been in the continual process of working in Professional Learning Communities (PLC). Some examples of this spirit of collaboration are

- A daily homeroom where students meet with advisors to review academic progress, gain extra help in academic areas of need, register for classes, and set goals for academic achievement using the I-Growth data analysis system with supports provided from the Iowa School Board Association.
- All freshmen take Physical Science under the direction of a highly qualified instructor who is involved in IA COPI program that is offered to a select group of instructors from our state.
- Teachers are all members of PLC teams that meet on a bi-monthly basis. The CCSD Board of Education has provided unending support of this initiative and has supported bi-monthly early outs for collaboration.
- Carroll High School has teacher leaders on the District Iowa Core Curriculum Committee, Curriculum Mapping, Infinite Campus, Technology Leadership, Career Tech Advisory, and Authentic Intellectual Work teams.
- CHS is represented annually at AIW networking conferences throughout the state. CHS has provided samples of teacher tasks and tapes of teacher instruction to be used as models for state conferences.
- The entire CHS staff and administrators are involved in AIW. A team of CHS instructors presented to our middle school about AIW and the impact it has had on our school; since then, Carroll Middle School has adopted the Professional Development Focus. Out of this relationship has come collaboration between CMS and CHS departments that allows the best possible success for 9th grade, one of the most challenging transitions for the student.
- Carroll High School will be represented for the third year at the AIW Summer Academy.
- Carroll High School protocol requires staff members who attend various academic and professional conferences to return to share with the rest of the staff and the Board of Education regarding research-based strategies that will impact student engagement and achievement.
- CHS partners with DMACC, our local community college, to provide dual credit opportunities for our students as well provide highly qualified staff members to instruct classes for the college.
- Our high school and district were represented at the 2011 Iowa School Board Association recognizing our success in the I-Growth goal setting process due to the nationally recognized achievement results.

### **4. Engaging Families and Communities:**

At Carroll High School we take Value Beyond School and 21<sup>st</sup> Century skills very seriously, evidenced by family and community involvement to enhance student success.

- Prior to the start of each school year a freshmen orientation is held with a near 100% student/parent attendance. This experience mirrors a typical school day with informational meetings and opportunity for students to meet staff and administration, and to familiarize themselves with all aspects of the high school learning environment.
- During the above-mentioned orientation, all IEP students and families who have chosen to enter into the of World of Work course, a community partnership, are made aware of and sign a contract demonstrating understanding of expectations and benefits that this program offers toward student success.

- The CHS registration process involves students and parents at a near 100% participation rate ensuring parents are well aware of the course of study of their students.
- In partnership with our Area Education Association, we host an annual transition meeting for our students with IEPs to afford students and their parents the knowledge of the opportunities available to them upon graduation from Carroll High School.
- In addressing the needs of our At Risk students, we take parental involvement seriously. Prior to entrance into our Learning Center Program, a parent/student orientation is required ensuring no misconceptions regarding the personalized academic plan for student success.
- In the area of Career Tech Education (CTE), four times annually our CTE staff and administration meet with selected community members to discuss the Iowa Core Curriculum, 21<sup>st</sup> Century Skills and assessments, and information concerning the overall program and purchases made with Carl Perkins funding.
- Another unique student-driven program at CHS involves student volunteerism. Our 10<sup>th</sup> grade Language Arts students and instructors have developed a partnership with our local nursing homes emphasizing the 21<sup>st</sup> Century skill of Health Literacy specifically: synthesizing interactive literacy and social skills to establish and monitor personal, family and community goals related to all aspects of health.
- Student Senate is an active organization within our building and annually participates with our community in several critical areas: blood drive, food drive, Toys for Tots, and a strong mentoring program.
- Our FFA Alumni organization is an integral part of our state and nationally recognized FFA program that receives a high level of support from its alumni association.

### 1. Curriculum:

Carroll High School teachers have developed a rigorous, challenging curriculum. Engaging classrooms allow inquiry-based learning activities and differentiated instruction practices. Teachers work in curricular teams to develop the knowledge that will allow them to adjust instruction to meet student needs. Balancing the implementation of learning activities that build important skills and challenge students to reach beyond basic learning goals requires careful thought and reflection. As teachers work to develop meaningful learning activities, they establish and communicate effective clear learning objectives and concept based learning.

Graduates of Carroll High School are required to earn a minimum of 52 credits. These include nine credits in English, six in Science, six in Math, six in Social Studies and to pass Geography and Government. Two Fine Arts courses, two Vocational Education credits, and all students must have at least one credit in a computer class, and four credits are in Physical Education are required.

The English curriculum challenges students to develop skills in the areas of reading, writing, speaking, thinking and listening. Nine credits are required for all Carroll High students in this curricular area. A Reading course has been added for all freshmen and a remedial Reading course for any students scoring low to non-proficient on the ITED Reading Comprehension test. Students are required to successfully complete four years of English.

Carroll High School students build strong skills through mathematical problem solving as they work in groups and use interactive technology on a regular basis. Students must complete six credits/three years of math through course work that includes Algebra 1, Algebra II, Honors Algebra II, Geometry, Honors Geometry, Pre-Calculus, Honors Pre-Calculus, Calculus 1, and Probability and Statistics. All freshmen are required to take a full year mathematics course.

The Science curriculum at Carroll High School challenges students daily. Students conduct research related to Physical Science, Biology 1 and 2, Chemistry and Physics. Students are required to successfully complete six credits/three years of laboratory science, and all freshmen must enroll in and pass a full year of laboratory science.

The Social Studies curriculum provides opportunities for students to become informed and participating members of a democratic society. Students are required to complete three years in this curricular area where they study Government, Geography, Sociology, Psychology, American History, World History, and Western Civilization.

Sixty-seven percent of Carroll High School students enroll in a Spanish class. Four years of study allow students to learn the language through a focus on conversation and culture as well as to communicate with students in Spanish speaking countries via the Internet.

The Visual Arts curriculum offers two-and three-dimensional art form study in the courses of Art 1, Clay 1 and 2, Mixed Media, Drawing, Painting, Digital Photography, and Studio courses.

The Instrumental Music curriculum outlines two entities: curricular class performance lab settings, marching band, concert band, and private lessons. The co-curricular activities offered are jazz and pep band, solo ensemble experiences, and music festivals.

The vocal music curriculum outlines three chorus classes, including 9th grade choir, 10-12 Chamber Chorale, and 10-12 Show Choir. All classes include community performances and private lessons.

Students participate in Physical Education classes daily in one of the two semesters all four years. This scheduling allows students in one semester to take six academic classes and PE and in the other semester to take seven or eight academic classes. Unique offerings are available in our PE curriculum including Physical Education, Sports and Society, Personal Fitness, Weightlifting, and Health. All students through our Physical Education Program receive training in CPR and can become certified.

## **2. Reading/English:**

The Language Arts Department includes five instructors, plus resource teachers, who teach fifteen different literature and composition courses in grades 9-12.

Literature courses range from fiction and nonfiction from early European and American sources to classic literature and to contemporary works, across many genres. Composition courses include multiple genres using the writing process, research methods, creative writing, and the Six Traits Plus One of Writing. Individual and group oral presentations are standard in all classes, particularly DMACC Speech and English 10. Viewing and comparing literacy and media genres are components of many classes, especially Literature to Film.

Course structures include general English in grades 9 and 10 blocked classes. A literature emphasis in grade 11 focuses on a variety of genres and reading strategies. A mandated writing course (DMACC Composition, Creative Writing, Research Writing, or Junior-Senior Composition) is taught in grade 12 to strengthen writing skills. Juniors and seniors may earn up to nine credits in dual-enrolled college classes of Composition and Speech.

To help struggling readers, since three years ago all freshmen have been required to take an Individual Reading course, which is also available to upperclassmen who need reading support. The class emphasizes choice, goal setting, and thematic response in individualized student reading. The course has an emphasis on nonfiction reading, with weekly articles, annotations, and responses. The reading classes all share their own social network, a place for syllabus updates, shared responses, and links.

Instructional methods include techniques from professional development such as RAFTS, GISTS, graphic organizers, read alouds, Socratic questioning, etc. Analysis of ITED scores has led to an emphasis on vocabulary development--denotation, connotation, and word structures. From professional development in Authentic Intellectual Work and the Iowa/Common Core Curriculum, higher order thinking methods are incorporated. Students in grade 10 earn real life experience through job shadowing, problem-solution, and shared experiences with elderly persons. Guest speakers in many classes and publication opportunities in writing classes and Yearbook bring the real world into and beyond the classroom.

Students use technology for word processing, research, multi-media presentations, and collaboration on Google documents. Teachers use web pages for instruction and assignments. Infinite Campus allows students and parents greater access to coursework. E2020 is a new program that provides supplementary resource and individualized materials to assist advanced and struggling students.

## **3. Mathematics:**

The Mathematics Department at Carroll High School consists of five full- and part-time instructors. In order to graduate, students must complete six semesters of mathematics. Courses offered to students include Fundamentals of Algebra A, Fundamentals of Algebra B, Algebra I, Geometry, Honors Geometry, Algebra II, Honors Algebra II, Pre-Calculus, Honors Pre-Calculus, Calculus, and Probability and Statistics. Students may also enroll in a Mathematics Independent Study course as well as Calculus I

and II at Des Moines Area Community College. A cornerstone of Carroll High School has been its commitment to provide every student with a solid basis in mathematics. We are moving closer to the goal of every student completing a rigorous mathematics curriculum including a minimum of Algebra and Geometry.

Instructional methods used in the math department vary and are constantly evolving. Pivotal to our program is current work with AIW (Authentic Intellectual Work). The mission of AIW is to focus academic instruction on student construction of knowledge, conceptual understanding and elaborated communication. Students strive to answer questions resembling the challenges of work, civic participation, and managing personal affairs in the 21<sup>st</sup> Century. While conventional professional development emphasizes teaching, our staff focuses on the quality of intellectual work required by students.

Cooperative learning in the CHS classroom allows students to work together in groups, to listen to others, and communicate mathematically. Students that fall below grade level on district-wide assessments are provided specialized instruction and support through co-teaching. Both professionals in the classroom participate fully, although differently, in the instructional process. Many at-risk and special needs students have benefited from co-teaching, as evidenced by their increased achievement on standardized tests. Those observing a co-taught classroom in Carroll would be hard pressed to tell which teacher is the general educator and which the special educator.

Mathematical instruction and learning at Carroll High School is data driven, focused on student learning, with an underlying belief that all students can learn upper level mathematics at all ages.

#### **4. Additional Curriculum Area:**

##### **CAREER TECHNICAL EDUCATION:**

At Carroll High School, Career Technical Education is a valued component of our curriculum and serves a large portion of our student body. All students are required to take a vocational class toward graduation, and many of our students partake in multiple Career Tech classes. The department consists of four full time staff members and one half time. Family Consumer Science, Industrial Technology, Agriculture, and Business are taught by a highly qualified veteran staff. Each area emphasizes the 'soft skills' and the Essential Skills and Concepts of the Iowa Core, as well as the Universal Constructs in relation to the 21st Century Skills.

Each CTE area covers the intended curriculum and has unique components that provide extended learning opportunities. Examples of these components are

##### **Family Consumer Science:**

Family Consumer Science manages and operates a student-run restaurant called Fridays which serves a full menu to the students and public. Students are exposed to and learn all facets of managing a restaurant from developing the menu, ordering food and supplies, and preparing to serving and clean up.

##### **Ag Ed**

Livestock judging has been added to the many activities that occur in this department. In 2011, a team of students and their teacher traveled to Kansas City, where they placed 5th as a team and had the high overall individual score. This team has also been recognized on the National level in the area of livestock judging.



## **Industrial Tech**

Since the hiring of a new instructor four years ago, Industrial Technology has made great 21st Century strides. The work the CAD/CAM students are producing mirrors what one would expect to see in Engineering/Architectural firms. Software programs match what is expected post-secondary and in the business world. Due to the success of the program, students in class have been state champions at the Iowa Industrial Technology Exposition at Southeast Polk High School, and several students have gone on to pursue an engineering-related field after high school.

## **Business**

For the past two years students in the Marketing class have partnered with a regional chain restaurant, Pizza Ranch, to work with professionals out of the corporate office to develop advertising and marketing strategies used to promote business when students from Carroll High School pitch their ideas to the corporate managers, certain proposals are selected and used regionally to promote Pizza Ranch's products.

### **5. Instructional Methods:**

At Carroll High School, we strive to meet the needs of all learners. Our veteran staff has been trained in and implements on a daily basis research-based strategies from cooperative learning to differentiated instruction, to name a few. Since 2008, the concerted professional development focus has been that of Authentic Intellectual Work to enable all of our students to learn and grow academically and socially. Both administrators participate in the scoring sessions of tasks, student work, and instruction and observe the effects of those sessions in walkthrough observations, annual teacher observations, and student achievement data. We continue to increase the number of co-teaching opportunities so that we can collaborate to best meet the needs of our students. We also utilize paraprofessionals to provide additional support when necessary.

The following are examples of how we have modified and/or supplemented our instruction to ensure high levels of learning and achievement for all students: CHS has co-taught Mathematics, History, Science, Reading and English and provides teacher assistant support in those and many other classes. Online curriculum opportunities exist in all of these curricular areas at our Learning Center and at our high school in our At-Risk support study hall and Special Education classrooms. These options appeal to the learning styles/needs of our diverse learners.

Other subgroups in our system that instruction has been differentiated for are our ELL and ESL students as well as our Gifted and Talented students. Careful analysis of data provides customized differentiated interventions/modifications in instruction for our IEP and 504 students. The needs of these students are continually monitored through the consultative model.

Within the past three years we have added an online learning component through our staff members who teach the college level courses with the intent of post-secondary preparation needs. CHS is continually exploring further online opportunities for all levels of learners. This will be done not only by the classroom instructor but with the assistance of the newly acquired E2020 curriculum that provides offerings for each level of learner. These programs are used for teaching and reinforcing skills and credit recovery when necessary.

### **6. Professional Development:**

In August 2008 CHS was awarded a grant through the Iowa Department of Education to begin the Professional Development focus of Authentic Intellectual Work. Under the direction of a coach, a team of ten instructors from diverse curricular areas focused intensely on learning the process through the research of Fred Newmann, Dana Carmichael, and Bruce King.

As stated in research provided by the Authentic Intellectual Website: *The AIW framework sets standards for teaching academic subjects that maximize expectations of intellectual rigor for all students, increase student interest in academic work, support teachers' taking time to teach for in-depth understanding rather than superficial coverage of material, provide a common conception of student intellectual work that promotes professional community among teachers of different grade levels and subjects, and most important, equip students to address the complex intellectual challenges of work, civic participation, and managing personal affairs in the contemporary world.*

*The three criteria—construction of knowledge, through disciplined inquiry, to produce discourse, products, and performances that have meaning beyond success in school—provide a foundation of standards for the more complex intellectual work necessary for success in contemporary society.*

The pilot team increased from ten to a full staff of thirty-nine in the second year. Presently each staff member is part of two teams: one cross-curricular and the other departmental. Instructional tasks, student work, and instruction are scored based on four standards: Higher Order Thinking, Deep Knowledge, Substantive Conversation, and Value Beyond School. During each session staff members are scored and are given constructive feedback from their colleagues to raise the rigor and relevance of the task as it relates to the Iowa Core Essential Concepts and Skills and the Universal Constructs for the 21st Century: Creative Thinking, Complex Communication, Creativity, Collaboration, Flexibility and Adaptability, and Productivity and Accountability.

We believe that all students can learn, and we approach each task with that in mind. We are currently collecting data that is submitted after each scoring session to the state. This data documents differences in student achievement in Math and Reading. At CHS we collect local data on the aforementioned AIW standards three times a year and will use that data to customize our Professional Development under the guidelines of AIW, keeping the spirit of each standard in the forefront. Finally, AIW is aligned with the Essential Concepts and Skills of the Iowa Core.

## **7. School Leadership:**

The Carroll High School students, faculty, and staff are served by a principal, an associate principal, two full time counselors, and an activities director. The principal and associate principal work collaboratively to create an environment in which students at Carroll High School feel welcome and safe and they know that the adults with whom they work respect them and believe that their contributions are valued. The principal and associate principal are responsible for the overall operations of the high school and focus their efforts on curriculum and instruction, student achievement, student discipline, and building programs.

Professional Learning Communities have been a part of the culture of CHS for the past ten years. The administrators are active participants in the PLCs as they participate fully in AIW scoring sessions and attend all professional conferences affiliated with AIW and other areas of focus. Both administrators evaluate staff and are a part of the developing and monitoring of each staff member's Individual Career Development Plan. Both regularly conduct walkthrough observations, collecting data to ensure staff is meeting the needs of our educational goals and following the intent of our Professional Development. Professional development is developed and led by both administrators based on the needs of our staff and students.

Administrators attend IEP and 504 meetings and Building Assistance Team meetings. This practice ensures that regulations are being followed with consistency. Administrators meet bi-monthly with all staff and at times in departments to address needs ranging from attendance to policy issues as well as celebrating successes in the classroom and in the area of co-curricular activities. Students are recognized by the CCSD Board of Education through our Tops in Tigerland program. This program recognizes students with the board members, superintendent, entire faculty, parents and the student body present to honor students who have achieved recognition at the state/and or national level.

Each quarter students are recognized with a letter and certificate for perfect attendance. They are also honored at an academic awards assembly for perfect year-long attendance and academic achievements.

## PART VII - ASSESSMENT RESULTS

### STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 10

Test: Math Total

Edition/Publication Year: 2003 Publisher: University of Iowa-Riverside Publishing

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Feb	Feb	Feb
<b>SCHOOL SCORES</b>					
Intermediate/High	89	87	79	84	77
High	33	36	15	30	15
Number of students tested	152	159	150	128	130
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	3	3	4	4
Percent of students alternatively assessed	1	1	1	1	1
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Intermediate/High	79	69	68	79	65
High	15	21	3	17	10
Number of students tested	34	42	31	29	40
<b>2. African American Students</b>					
Intermediate/High					
High					
Number of students tested	2	2	3	2	2
<b>3. Hispanic or Latino Students</b>					
Intermediate/High					
High					
Number of students tested	5	4	4	2	1
<b>4. Special Education Students</b>					
Intermediate/High	38	44	29	38	14
High					
Number of students tested	16	18	17	21	21
<b>5. English Language Learner Students</b>					
Intermediate/High					
High					
Number of students tested	1		1		1
<b>6. Asian</b>					
Intermediate/High					
High					
Number of students tested	1	1			1
<b>NOTES:</b>					

12IA1

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 10 Test: Reading Comprehension

Edition/Publication Year: 2003 Publisher: University of Iowa-Riverside Publishing

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Feb	Feb	Feb
<b>SCHOOL SCORES</b>					
i	80	84	68	77	76
High	20	20	7	13	11
Number of students tested	152	159	150	128	130
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	3	3	4	4
Percent of students alternatively assessed	1	1	1	1	1
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
i	71	71	45	72	68
High		12	3	3	10
Number of students tested	34	42	31	29	40
<b>2. African American Students</b>					
i					
High					
Number of students tested	2	2	3	2	2
<b>3. Hispanic or Latino Students</b>					
i					
High					
Number of students tested	5	4	4	2	1
<b>4. Special Education Students</b>					
i	19	39	6	38	24
High					
Number of students tested	16	18	17	21	21
<b>5. English Language Learner Students</b>					
i					
High					
Number of students tested	1		1		1
<b>6. Asian</b>					
i					
High					
Number of students tested	1	1			1
<b>NOTES:</b>					

12IA1

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 11

Test: Math Total

Edition/Publication Year: 2003 Publisher: University of Iowa-Riverside Publishing

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Feb	Feb	Feb
<b>SCHOOL SCORES</b>					
Intermediate/High	92	89	81	85	83
High	49	33	27	17	36
Number of students tested	149	130	128	124	121
Percent of total students tested	96	100	100	100	100
Number of students alternatively assessed	3	3	3	4	4
Percent of students alternatively assessed	1	1	1	1	1
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Intermediate/High	82	91	65	73	72
High	32	22	14	7	31
Number of students tested	34	23	29	30	29
<b>2. African American Students</b>					
Intermediate/High					
High					
Number of students tested			3		
<b>3. Hispanic or Latino Students</b>					
Intermediate/High					
High					
Number of students tested	4	2	3	2	1
<b>4. Special Education Students</b>					
Intermediate/High	47		32	50	8
High					
Number of students tested	15	9	22	18	12
<b>5. English Language Learner Students</b>					
Intermediate/High					
High					
Number of students tested	1			2	1
<b>6. Asian</b>					
Intermediate/High					
High					
Number of students tested	1			3	1
<b>NOTES:</b>					

12IA1

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 11

Test: Reading Comprehension

Edition/Publication Year: 2003 Publisher: University of Iowa-Riverside Publishing

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Feb	Feb	Feb
<b>SCHOOL SCORES</b>					
Intermediate/High	86	87	76	73	81
High	17	19	13	17	18
Number of students tested	150	130	128	124	121
Percent of total students tested	96	100	100	100	100
Number of students alternatively assessed	3	3	3	4	4
Percent of students alternatively assessed	1	1	1	1	1
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Intermediate/High	70	70	62	67	76
High	9	9	3	7	10
Number of students tested	34	23	29	30	29
<b>2. African American Students</b>					
Intermediate/High					
High					
Number of students tested			3	1	1
<b>3. Hispanic or Latino Students</b>					
Intermediate/High					
High					
Number of students tested	4	2	3	2	1
<b>4. Special Education Students</b>					
Intermediate/High	44		14	22	25
High					
Number of students tested	16	9	22	18	12
<b>5. English Language Learner Students</b>					
Intermediate/High					
High					
Number of students tested	1			2	1
<b>6. Asian</b>					
Intermediate/High					
High					
Number of students tested	1			3	1
<b>NOTES:</b>					

12IA1

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 9

Test: Math Total

Edition/Publication Year: 2003 Publisher: University of Iowa-Riverside Publishing

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Feb	Feb	Feb
<b>SCHOOL SCORES</b>					
Intermediate/High	93	94	89	88	85
High	41	41	30	37	33
Number of students tested	119	160	156	147	130
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	3	3	4	4
Percent of students alternatively assessed	1	1	1	1	1
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Intermediate/High	91	85	77	85	76
High	30	17	17	24	24
Number of students tested	33	48	47	33	34
<b>2. African American Students</b>					
Intermediate/High					
High					
Number of students tested		2		2	2
<b>3. Hispanic or Latino Students</b>					
Intermediate/High					
High					
Number of students tested	5	5	5	2	2
<b>4. Special Education Students</b>					
Intermediate/High	54	76	50	57	36
High		6		5	
Number of students tested	13	17	24	21	22
<b>5. English Language Learner Students</b>					
Intermediate/High					
High					
Number of students tested			1		1
<b>6. Asian</b>					
Intermediate/High					
High					
Number of students tested		1	1		
<b>NOTES:</b>					

12IA1

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 9 Test: Reading Comprehension

Edition/Publication Year: 2003 Publisher: University of Iowa-Riverside Publishing

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Feb	Feb	Feb
<b>SCHOOL SCORES</b>					
Intermediate/High	82	79	78	75	84
h	20	18	10	12	14
Number of students tested	119	160	156	147	130
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	3	3	4	4
Percent of students alternatively assessed	1	1	1	1	1
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Intermediate/High	61	56	55	49	77
h	12	4	2	9	3
Number of students tested	33	48	47	33	34
<b>2. African American Students</b>					
Intermediate/High					
h					
Number of students tested		2		2	2
<b>3. Hispanic or Latino Students</b>					
Intermediate/High					
h					
Number of students tested	5	5	5	2	2
<b>4. Special Education Students</b>					
Intermediate/High	39	18	29	24	41
h					
Number of students tested	13	17	24	21	22
<b>5. English Language Learner Students</b>					
Intermediate/High					
h					
Number of students tested			1		1
<b>6. Asian</b>					
Intermediate/High					
h					
Number of students tested		1	1		
<b>NOTES:</b>					

12IA1



# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
<b>SCHOOL SCORES</b>					
Intermediate/High	91	90	83	85	81
h	40	36	23	28	27
Number of students tested	420	449	434	399	381
Percent of total students tested	98	100	100	100	100
Number of students alternatively assessed	9	9	9	12	12
Percent of students alternatively assessed	1	1	1	1	1
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Intermediate/High	83	80	71	79	70
h	25	19	12	16	20
Number of students tested	101	113	107	92	103
<b>2. African American Students</b>					
Intermediate/High					
h					
Number of students tested	2	4	6	4	4
<b>3. Hispanic or Latino Students</b>					
Intermediate/High	85	81	41		
h	14	0	0		
Number of students tested	14	11	12	6	4
<b>4. Special Education Students</b>					
Intermediate/High	45	56	38	48	21
h	0	2	0	1	0
Number of students tested	44	44	63	60	55
<b>5. English Language Learner Students</b>					
Intermediate/High					
h					
Number of students tested	2	0	2	2	3
<b>6.</b>					
Intermediate/High					
h					
Number of students tested	2	2	1	3	2
<b>NOTES:</b>					

12IA1

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
<b>SCHOOL SCORES</b>					
Intermediate/High	82	83	73	75	80
h	18	18	9	13	14
Number of students tested	421	449	434	399	381
Percent of total students tested	98	100	100	100	100
Number of students alternatively assessed	9	9	9	12	12
Percent of students alternatively assessed	1	1	1	1	1
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Intermediate/High	67	64	54	62	73
h	6	7	2	6	7
Number of students tested	101	113	107	92	103
<b>2. African American Students</b>					
Intermediate/High					
h					
Number of students tested	2	4	6	5	5
<b>3. Hispanic or Latino Students</b>					
Intermediate/High	50	54	33		
h	14	18	0		
Number of students tested	14	11	12	6	4
<b>4. Special Education Students</b>					
Intermediate/High	33	27	17	28	31
h	0	0	0	0	0
Number of students tested	45	44	63	60	55
<b>5. English Language Learner Students</b>					
Intermediate/High					
h					
Number of students tested	2	0	2	2	3
<b>6.</b>					
Intermediate/High					
h					
Number of students tested	2	2	1	3	2
<b>NOTES:</b>					

12IA1